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ABSTRACT

The volume describes 26 innovative and exemplary projects, programs, and activities designed for limited English speaking students, students with handicaps, and students with special gifts and talents in grades K through 6. The projects have been implemented with personnel from former projects that were phased out in 1981. Information on the 26 projects, programs, and activities includes the title, date initiated, target population, objective of project, description, evaluation design, evidence of effectiveness, and names of contact persons. Sample projects include language arts programs for gifted and talented students, writing skills instruction for average and above average students, a prevention oriented tutoring program for high risk primary grade students, language enrichment for gifted students, supplementary reading instruction for students with reading difficulties, and oral language programs for high risk young children. (CL)

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FOREWORD

The Department has long realized the need to recognize the efforts of the many outstanding teachers, students, and administrators who generate ideas and plan for excellent innovative and exemplary programs, projects and activities. In addition, it is recognized that there is a need to disseminate information on on-going and developing programs to a greater extent to foster program improvement in the schools. This document is part of a series of publications prepared by the Department in its attempt to mobilize the Department's resources to accomplish the desired outcomes.

Each volume provides information on innovative and exemplary programs, projects, and activities; the contact person from whom to obtain more information; the target group served; the resources needed; where the program is offered; and other pertinent information necessary for replication.

It is our hope that the series will systematically disseminate pertinent information on curriculum and instruction. Persons using or reviewing this publication are invited to evaluate its usefulness and provide feedback to principals, appropriate district staff or state level personnel.

Dennis H. Thompson

DONNIS H. THOMPSON, Superintendent
Department of Education

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Introduction

The 1977 State Legislature enacted a statute which called for the phase out of the 3 on 2 program by June 30, 1981. The statute required elementary schools to utilize the 3 on 2 positions for instruction in grades K-6 in consultation with 3 on 2 teachers and educational assistants, other faculty members, school advisory councils, and parents.

The positions are to provide instruction to individuals, small groups, certain groups such as the limited English speaking, or students with special talents or interest through projects developed at the school level.

Since the schools began designing and implementing special projects using former 3 on 2 personnel, many innovative and promising projects have emerged. Some of these promising projects are briefly described in this document for the purpose of assisting schools as they design projects based on their unique needs.

Further information regarding these projects may be obtained from the contact persons listed for the respective projects. We would like to acknowledge those persons who have developed and implemented successful projects and are willing to share their experiences to improve education in Hawaii's schools.

1. Project Title: Academically Gifted and Talented Language Arts/Na Keiki Imi Na'auao (Children Who Seek Knowledge)

2. Date Initiated: September 1978

3. Target Population: Sixty gifted and talented students in grades K-6 were involved in the project.

4. Objective of Project: To develop each student's competencies in language arts, decision-making, problem solving and independence in learning.

5. Description of Project: Approximately 15 students in grades two and three were scheduled on a daily basis, with time periods varying from 30 minutes to 2 hours depending on the needs of the students. Fifteen K-1 students were scheduled 3 days a week for 45-minute periods. Thirty 4-6 students were scheduled into the resource room daily in 45-75 minute blocks.

   Students participated in activities and learning tasks designed to develop and apply process skills in problem solving, research and independent study. The instructional plan included a wide variety of materials, strategies and activities which were appropriate to identified student needs and interests.

   Students participated in small group and individual learning experiences such as: dramatizing stories, writing poetry, creating puppet shows, problem solving, investigating research projects and sharing their products with others.

   This program was staffed by two full-time teachers in separate resource rooms--one teacher worked with K-3 and the other with 4-6.

6. Evaluation Design: A teacher-made four point scale (excellent [4], good [3], fair [2], and poor [1]) was used to rate students on the following criteria: uses investigative process skills, uses appropriate resources, organizes information, finds an appropriate outlet in product form, shares products, shows commitment to task and evaluates accomplishments. At the end of the project year, it was expected that 70% of the participating students would have a score of 21 or more on the above rating scale.

7. Evidence of Effectiveness: 88% of the participating students had a score of 21 or more on the rating scale as compared to the 70% rate expected. Analysis of student achievement by the Department of Education, Evaluation Section, found student growth to be good (5)*.

*Numbers in parenthesis included in statements concerning analysis of student achievement, pertain to numerical scores on a scale developed by the Evaluation Section of the Department to judge the effectiveness of 3 on 2 special projects. More information on the determination of scores may be obtained by contacting Mr. Paul Gima, Evaluation Specialist, Planning and Evaluation Services Branch, Department of Education.

During on-site monitoring and district specialists observed many innovative and creative learning experiences. The monitoring team found this program to be outstanding.

8. Contact Persons:

a) Margaret Furukawa and June Kadamoto, Project Teachers
b) B. J. Wada, Principal
Aina Haina Elementary School
801 Hind Drive
Honolulu, Hawaii 96821
Phone: 373-1941

1 . Project Title: Language Arts for Students of Limited English Proficiency

2. Date Initiated: September 1980

3. Target Population: Thirty-seven students of limited English proficiency from grades three to six were involved in the project.

4. Objective of Project: To develop each student's basic listening and speaking skills in following directions, responding to questions, and expressing ideas and opinions.

5. Description of Project: Thirty-seven LEP students from grades three through six were scheduled in the resource room daily for varying time periods. The resource room was staffed by one full time teacher who met with students in small groups.

   The primary objective of language arts for LEP students was to provide direct instructional services to the immigrant, migrant and refugee students. The major focus was on oral/aural language activities. Language patterns were taught through the use of natural English language conversations. The language experience and whole language concept development approaches were also used.

   The Honolulu District's LEP Student Record Profile Card, a criterion reference checklist, was used to provide a record of each student's progress in language development.

   The language arts for SLEP students program also assisted students with content area subjects. The regular teacher and the ESL teacher worked cooperatively to assist the student in developing vocabulary and concepts which are required for success in the respective content areas (reading, math, social studies, science and language arts).

6. Evaluation Design: A pre/post evaluation design was used. It was expected that 80% of the students would increase their proficiency in English by one point as measured by the Basic Inventory of Natural Language Test (BINL).

7. Evidence of Effectiveness: 81% of the students demonstrated the expected gain compared to the 80% expectancy rate. Analysis of student achievement by the Department of Education, Evaluation Section, found student growth to be excellent (7).

   School personnel view the Language Arts for SLEP Program as an integral part of the school's Comprehensive SLEP Plan. The program assists the school by providing continuity of program services for the immigrant, migrant and refugee students who are in need of learning to communicate with others and to adjust to the American culture in the Hawaiian setting.

8. Contact Persons:

a) Anna L. Goo, Project Teacher
b) Ronald M. Nakamura, Principal
Ala Wai Elementary School
503 Kamoku Street
Honolulu, Hawaii 96826
Phone: 944-1541

1. Project Title: Improving Writing Skills for Grades 3-6 Students

2. Date Initiated: September 1978

3. Target Population: Approximately 60 average and above average (gifted) students in grades 3,4, 5 and 6 were involved in the project.

4. Objective of Project: To develop each student's ability to identify and use acceptable written communication through the use of the conventional forms of capitalization, punctuation, spelling and grammatical structures.

5. Description of Project: Sixty average and above average (gifted) students in grades 3-6 were selected by SAT scores, performance tests, pupil products, and teacher recommendations.

   The approach used was similar to the Hawaii's Writers' Project with the addition of a wide variety of supplementary texts to enrich the environment. This innovative project used a resource room setting with two teachers. Students were scheduled for five (5) periods daily with approximately six (6) students per period for each teacher. Students worked individually or in small groups on a wide variety of writing experiences such as news articles, magazines, journals, letter writing, book making, poetry, and research papers. A variety of community resource people came into the classroom to share their expertise with the students. As a culminating activity, the class published the book, Kids are Writers Too.

6. Evaluation Design: A sample of each student's writing from the Fall and the Spring was rated on the following points: expressing feeling, giving information, promoting ideas, entertaining and mechanics. It was expected that at the end of the school year, 70% of the students in the Writing Project would show a gain of at least 5 points on this scale.

7. Evidence of Effectiveness: 81% of the students demonstrated the expected gain, as compared to the 70% expected. Analysis of student achievement by the Department of Education, Evaluation Section, found student growth to be superior (8). The publication produced by this class was outstanding and several articles were selected for use in the Honolulu District Annual Report.

8. Contact Persons:

   a) Myra Inaba, Project Teacher
   b) Frank Sasaoka, Principal
      Queen Kaahumanu Elementary School
      1141 Kinau Street
      Honolulu, Hawaii 96814
      Phone: 533-1093

1. Project Title: Enrichment Program for Academically Talented Pupils

2. Date Initiated: September 1977

3. Target Population: Fifty-five gifted/talented students in grades 2 through 6 were involved in the project.

4. Objective of Project: The goal of the project was to develop the individual capacities of each learner through self-directed activities in any field of interest through the provision of guidance, a suitable environment, equipment, materials and to develop each student's creativity,and skills in problem solving, inquiry and higher level thinking through a variety of language arts activities.

5. Description of Project: Twenty-five gifted and talented second and third grade students met daily in a resource room with the teacher for two hours. Students were introduced to various genres in literature and were encouraged to read and write critically, creatively and with pleasure. The development of cognitive, higher level thinking and problem solving skills was stressed through small group discussions. Both individual and small group projects were planned.

   Gifted and talented students in Grades 4-6 met for three seminar sessions in grade level groups. Subsequently, the students met for three weeks in small groups to carry on group and individual projects. Students improved their reference, organizing and reporting skills. Emphasis was placed on the development of thinking, speaking, and writing skills.

6. Evaluation Design: A post only evaluation design was used in this project. It was expected that 80% of the students would score 18 points or more on a teacher-made scale used to evaluate student projects. The homeroom teacher and the project teacher rated student projects.

   A second component in this post only design was parent evaluation. Parents were asked to rate their child's projects.

7. Evidence of Effectiveness: 97% of the students met the expectation, as compared to the 80% rate projected. Analysis of student achievement by the Evaluation Section of the Department of Education found student growth to be very good (6).

   A visitation team composed of district and state program specialists found this program to be outstanding. Many creative and innovative learning experiences were observed.

8. Contact Persons:

   a) Kiyono Iwamoto, Project Teacher
   b) Estelle Murphy, Principal
      Kahala Elementary School
      4559 Kilauea Avenue
      Honolulu, Hawaii 96816
      Phone: 737-4445

1. Project Title: They Want To Write

2. Date Initiated: September 1978

3. Target Population: All students in grades 3 and 6, approximately 105 students, were involved in the project.

4. Objectives of Project: To develop each student's ability to communicate effectively through writing, using clear and concise organization, correct syntax and appropriate punctuation.

5. Description of Project: All students in grades 3 and 6 attended the project writing class two times a week for one hour and 15 minutes each session. Classes were accompanied by their teachers who assisted the project teacher with instruction and follow through in the regular classroom. Teachers had an opportunity to observe strategies used by the project teacher and to use similar strategies for follow-up in the classroom.

   Emphasis was placed on expression of feeling and persuasion. The elements of orderly arrangement of ideas, variety of language, conventions of writing and style of writing were covered.

6. Evaluation Design: Three samples of each student's writing were collected in October, January and April. These samples were evaluated on a teacher-made scale using the following criteria: main idea appropriate to purpose, clear organization with supporting details, vocabulary-descriptive and original, a variety of language patterns, appropriate punctuation, and format clear and appropriate to content.

   It was expected that 70% of the students serviced by the writing project would show a mean gain of 4 points when the October and April samples were evaluated on a teacher made scale.

7. Evidence of Effectiveness: 75% of the students met or surpassed the mean gain, exceeding the 70% rate expected. Analysis of student achievement by the Department of Education, Evaluation Section, found student growth to be very good (6). The publication produced by this project was superior and several articles were selected for use in the Honolulu District Annual Report.

8. Contact Persons:

   a) Doris Yoshioka, Project Teacher
   b) Richard Sagawa, Principal
      Mayor John H. Wilson Elementary School
      4945 Kilauea Avenue
      Honolulu, Hawaii 96816
      Phone: 734-5666

1. Project Title: Makalapa Early Prevention Program

2. Date Initiated: November 1980

3. Target Population: High risk children in grades K-2 involved in the project

4. Objective of Project: To provide one to one tutorial and/or supplementary help to K-2 children who are two or more years below chronological age in two or more of five modality areas.

5. Description of Project: This project is an adoption of a National Diffusion Network exemplary program. Students were identified through an assessment battery which provides information on five modality areas: Language Development, Visual, Auditory, Fine Motor, Gross Motor. The project addressed four of the five areas. The gross motor area was addressed through the movement education program in regular classrooms. Any student scoring in the considerably weak category in at least two areas, one being language development, was selected for the project.

   A minimum of fifty 20 minute intensive tutorial sessions was provided. A success oriented approach was used for the project. Materials used varied according to every student's immediate needs. Teachers and tutors provided warm, personal interaction, giving the student a feeling of caring. Teachers programmed the child to accomplish short tasks with built-in success factors. Classroom teachers also provided small group instruction according to identified need areas. At the same time, parent and/or student tutors worked individually with project students on their modality area in need of attention.

   The project teacher worked directly with four classroom teachers and 42 students. He also trained and coordinated the efforts of parent and student tutors. Materials used included the following:

   1. language kits prepared by the project teacher, teachers and parents.
   2. commercially prepared materials, i.e., HEP, RWC, Houghton-Miffin Reading Series and Tutorial Kit, Ginn, SRA, Visual Exercises, Modern Curriculum Press.

6. Evaluation Design: The assessment battery included the following: Peabody Picture Vocabulary Test, Development Test of Visual-Motor Integration, Photo Articulation Test, Pre-school Language Scale, and Motor Activity Scale. Post test instruments include the Peabody Picture Vocabulary Test, Development Test of Visual-Motor Integration, and Pre-school Language Survey.

7. Evidence of Effectiveness: Analysis of student achievement by the Department of Education Evaluation Section determined student growth to be excellent (7).

8. Contact Persons:

a) Bruce Mitsuda, Project Teacher
b) Edith Lee, Principal
Makalapa Elementary School
4435 Salt Lake Blvd.
Honolulu, Hawii 96818
Phone: 422-8613

Information about the Early Prevention of School Failure Program which is listed in Educational Programs That Work prepared by the National Diffusion Network may be obtained from:

Shuk Fon Yuen - Central District Office - Phone 621-0715
Bettie Nakagawa - Windward District Office - Phone 247-2101
Shigeko Ogawa - Maui District Office - Phone 244-4261
Henry Hashimoto - Kauai District Office - Phone 245-4494
Kathleen Steffen - HEDDS, OIS - Phone 548-3425

1. Project Title: LEAP-Language Enrichment -- Accelerated Program

2. Date Initiated: September 1978

3. Target Population: The project served 40 students in grades 3, 4, 5, and 6 identified as gifted.

4. Objective of Project: 1) At the end of the creative thinking unit, 80% of the students in the project will complete a project and will score at least 70% as measured by a teacher-made rating scale. 2) At the end of the school year 80% of the students in grades 4 and 5 in this project will score at least 70% on a research paper and project as measured by a teacher-made rating scale.

5. Description of Project: The project was designed to provide creative thinking and writing experiences in the language arts for gifted students. The project curriculum was designed to be highly motivating in order to be used at all grade levels to stimulate imagination, develop a learning community, and develop the ability to concentrate. Some of the activities were publishing the school newspaper, making filmstrips with audio cassettes, making television commercials on video tape, presenting a theater production. Values education was a strong component intermingled with the other aspects of the curriculum. Students were selected into the program according to multiple criteria -- parent and teacher referrals, standardized tests -- SAT language and Reading scores, a reading test, Slosson Intelligence Test, Renzulli Scales.

   Evaluation was done through teacher-made rating scales of the various projects, such as for fables, tall tales, television commercials, research theater, etc.

   Students were serviced in the resource room.

6. Evaluation Design: Students will be assessed on a post only basis, using teacher made rating scales.

7. Evidence of Effectiveness: Analysis of student achievement by the Evaluation Section, Department of Education found student growth to be excellent(7).

8. Contact Persons:

   a) Ruth Johnson, Project Teacher
   b) Shannon Ajifu, Principal
      Nimitz Elementary School
      520 Main Street
      Honolulu, Hawaii 96818
      Phone: 422-4812

1. Project Title: Language Enrichment Activities Program

2. Date Initiated: September 1977

3. Target Population: 40 gifted or above average students in grades 2-6 participated in the project.

4. Project Objective: 1) At the end of the school year, 80% of the students will show a gain in pre-post writing scores based on a 1-4 point writing scale. 2) At the end of the school year, 80% of these students will show a month gain for every month in the program. This will be based on fall and spring norms using the Metropolitan Achievement Tests (language subtest).

5. Project Description: Literature served as the foundation for the development and implementation of creative and functional writing skills, oral communication, research and reporting skills, career education, exploration and reading in a variety of literature themes, affective and higher level thinking skills.

   Pupils were grouped by grade levels with some non-graded situations. This was a pull-out program.

6. Evaluation Design: Pre-post design for language skills using the M.A.T. and Central District Writing Workshop rating scale for writing.

7. Evidence of Effectiveness: Analysis of student achievement by the Evaluation Section, Department of Education, found student growth to be very good (6).

8. Contact Persons:

   a) Nathalie Hee, Teacher
   b) Elaine Agpalsa, Principal
      Pearl Harbor Kai Elementary School
      C Avenue and Center Drive
      Honolulu, Hawaii 96818
      Phone: 422-65655

1. Project Title: Supplementary Reading Program

2. Date Initiated: September 1977

3. Target Population: Students in Grades 2-6 with below average achievement in reading were involved in the project

4. Objective of Project: The student will develop: improved attitudes toward self as a learner; love for reading. 80% of the students will show one month's gain for one month's instruction as measured on a pre and post test of reading skills.

5. Description of Project: Students from grades 2-6 performing more than a grade level below expectancy were referred to the supplementary reading teacher who screened them further to select students who would have the most difficulty surviving in the classroom reading program. Qualifying students received supplementary help for 30 minutes daily in groups of four. Materials used included library books, basal texts, and magazines. Based on the belief that parents are the best resource available to a teacher, a Home Program was established through an open house meeting when help was given on how to work with children at home to maintain an environment that motivates children to read. Parents who were unable to attend this Open House were asked to come for individual conferencing. A few remaining parents were contacted by phone. Children were encouraged to take home the books they read in school. The Home program was monitored daily and parent-teacher communication was maintained through newsletters, happy-grams, thank you notes, reminders and phone calls.

6. Evaluation Design: Pre and post test using the Slosson Oral Reading Test.

7. Evidence of Effectiveness: Based on homeroom teacher observations and parent feedback, the program achieved its goal of improved self concept and increased love for reading. Pre and post test scores indicated that 100% of the students achieved one month's growth for one month's instruction in reading skills.

8. Contact Persons:

   a) Grace Nakasone, Project Teacher
   b) Jane Wakukawa, Vice Principal
   c) Harold Look, Principal
      Alvah Scott Elementary School
      98-1230 Moanalua Road
      Aiea, Hawaii 96701
      Phone: 488-6422

1. Project Title: Supplementary Reading Program, Webling Elementary School

2. Date Initiated: September 1978

3. Target Population: Students in Grades 1-6 achieving below average in reading participated in the project.

4. Objective of Project: Students will receive supplementary reading sessions to help them overcome some deficiencies in their reading skills in decoding. Reinforcement and extension of skill development for these students will be emphasized.

5. Description of Project: Approximately 49 students received intensive reading instruction in this pull out program. Groups of 1-5 students from grades 1-6 reported to a special area for 15-30 minutes per day.

   A communication system between the supplementary reading teacher and the classroom teacher was developed. A folder for comments to note student progress was shared weekly or as often as needed. This folder contained notes referring to skills that needed to be taught and/or supplemented so that the students could perform more effectively in the regular classroom.

   Communication between teachers also included arranged conferences as well as informal exchanges to note concerns and progress of the students.

6. Evaluation Design: Informal tests on decoding and word recognition based on the school reading program were used. The Slosson Oral Reading Test (SORT) was used for Pre-Post testing. Conferences with teachers, parents, and children were conducted to discuss the individual student's progress and attitude towards reading.

7. Evidence of Effectiveness: Analysis of student achievement by the Evaluation Section of the Department of Education found student achievement to be very good (6).

8. Contact Persons:

   a) Geraldine Tanoue, Project Teacher
   b) Clarence Kano, Principal
      Webling Elementary School
      99-370 Paihi Street
      Aiea, Hawaii 96701
      Phone: 488-2123

1. Project Title: Program For The Potential Gifted and Talented in Language Arts

2. Date Initiated: September 1977

3. Target Population: Children in Grades K-6 achieving a total Reading Score of stanines 7-9 participated in the project.

4. Objective of Project: The goal of the project was to challenge potentially gifted and gifted students in language arts.

   By the end of the year, 70% of the students serviced and scoring below the 90%, will show a gain of 1 N.C.E. in total reading scores on a standardized test.

5. Description of Project: Students were provided with opportunities to operate at higher levels of thinking, using advanced or accelerated content for certain periods of each day enabling them to develop decision making and problem-solving skills. (Example: Grade 6 students read The Diary of Ann Frank, The Red Pony, The Pearl, Man Without A Country, White Fang, and Jane Eyre. They did a comparative study of the novels and made applications to contemporary problems or situations.)

   Opportunities were provided to practice creative thinking skills in accelerated content areas. (Example: Doing Analogies, Sequential Patterns, Divergent Skills in Vocabulary and Spelling.)

   Students created personal projects through various media on topics of their own choice. (Example: Filmstrips, Slide Presentations, Plays, Artworks.)

   Students came to the program through a pull-out system, whereby each identified child came for a period of time during each instructional day. This coincided with a portion of each child's regular Language Arts instruction in his/her homeroom.

   Students were provided with direct services either individually or in small groups, through acceleration and enrichment of subjects in the Language Arts content area.

   Concentration was in the Language Arts content area using Bloom's taxonomy as a guide. The program fostered students' operating at higher levels of thinking utilizing known literary works written by famous authors.

   Students were also given opportunities to develop and use independent study skills producing projects through various media and/or the creative performing arts. (Example: With their written reports, students chose their media for a visual presentation. Some of their choices were: plays, filmstrips, slides, overhead transparencies to accompany an oral presentation.)

6. Evaluation Design: SAT post test was given to each student in the program.

   Students were rated on individual research projects using the Renzulli's scale for independent research.

   Pupil, parent and teacher evaluations were collected at the end of each year.

7. Evidence of Effectiveness: Students scored higher in vocabulary and reading comprehension.

   Students became more knowledgeable with known literary works and were better able to make judgements about contemporary problems.

   Students gained a better self image and were more positive about their capabilities.

8. Contact Persons:

   a) Diane Burns, Project Teacher
   b) Stanley Igawa, Principal
      Maili Elementary School
      87-360 Kualaaupuni Street
      Waianae, Hawaii 96792
      Phone: 696-2216

1. Project Title: Writing Enrichment Program

2. Date Initiated: September 1979

3. Target Population: 40 above average or gifted students in grades 2-6 participated in the project

4. Objective of Project: To provide selected students with opportunities to broaden their backgrounds in language, experience, and thinking to improve their comprehension and writing.

   a. 80-90% of the students will improve in the CTBS Language Test at least one month for each month in the project.

   b. 80-90% of the students will improve in quantity and quality as measured in pre and post samples of their writing.

   c. By the end of the school year, 95% of the project students will have a positive attitude towards writing as measured by an attitudinal survey and teacher observation.

5. Description of Project: Learning activities included writing: 1) to express feelings, 2) to give information, 3) to broaden their backgrounds in language experience, and thinking in order to develop skills applicable to problem solving and independent studies. These experiences enabled students to improve their writing ability. Consequently, their written products reflected higher levels of thinking.

   Students were involved in units of study encompassing the areas of social studies (survival), health (nutrition), and literature (focusing on themes, literary styles and types). Projects in the four areas of writing were shared during oral presentations to peers, teachers, librarian, and principal. Student products showed improvement during time spent in the program. Enrichment teacher shared learning activities with the other teachers.

6. Evaluation Design: Evaluation was based on the students' pre-post test performance in the CTBS Language Expression and Mechanics tests. Pre and post student samples of writing were evaluated against a given set of criteria. Attitudinal survey and teacher's observation were used to determine attitude toward writing.

7. Evidence of Effectiveness: 83% of the students improved in their performance in the CTBS Language expression Test; 81% improved in the CTBS Language Mechanics Test: 89% showed positive gains in the writing test.

8. Contact Persons:

   a) Hiroko Koga, Project teacher
   b) Beatrice T. Kong, Principal
      Nanaikapono Elementary School
      89-195 Farrington Highway
      Waianae, Hawaii 96792
      Phone: 668-1151

1. Project Title: Oral Language Development

2. Date Initiated: September 1978

3. Target Population: Identified high risk children in grades K-1 were involved in this project

4. Objective of Project: 75% of the target population will increase 5 points in the composite scores.

5. Description or Project: This project is an adoption of a National Diffusion Network exemplary program. The Early Prevention of School Failure Screening Test, administered to all kindergarten and first grade children at Pope Elementary School in September, 1980, revealed that 51 percent of the first grade students and 46 per cent of the kindergarten students were below average in language readiness for school. Based on the results of this assessment, plus a teacher-made oral language instrument, 26 children were selected to receive special help in oral language development.

   The target group was selected on the basis of low scores on the language sections of the EPSE Screens (Pre-School Language Scale and Peabody Vocabulary Test). The target group received at least three hours a week of small group instruction in oral language. Skill groups in the basic academic areas of readiness, reading, writing, and math, with special emphasis on language, also were provided.

   Instructional objectives were developed to improve receptive and expressive oral language skills, vocabulary and conceptual development, and basic readiness skills.

6. Evaluation Design: A teacher-made pre and post-test was administered to the target group.

7. Evidence of Effectiveness: Analysis of effectiveness by the Evaluation Section, Department of Education, found student growth to be excellent (7).

8. Contact Persons:

   a) Elizabeth Livingston, Project Teacher
   b) Tom Pangilinan, Principal
      Pope Elementary School
      41-133 Huli Street
      Waimanalo, Hawaii 96795
      Phone: 259-7071

   Information about the Early Prevention of School Failure Program which is listed in Educational Program That Work prepared by the National Diffusion Network may be obtained from:

   Shuk Fon Yuen - Central District Office - Phone 621-0715
   Bettie Nakagawa - Windward District Office - Phone 247-2101
   Shigeko Ogawa - Maui District Office - Phone 244-4261
   Henry Hashimoto - Kauai District Office - Phone 245-4494
   Kathleen Steffen - HEDDS, OIS - Phone 548-3425

1 . Project Title: Hale O Na 'Opio 'Eleu (Home of the Alert Youth)

2. Date Initiated: September 1978

3. Target Population: Gifted students in grades 1-6 were involved in the project

4. Objective of Project: Students will attain the higher level-performance expectations of the Foundation Program in decision making and problem-solving skills. At the end of the school year, 80% of the students will be able to score 14 of 20 points as assessed by a teacher made performance rotary scale.

5. Description of Project: Selection of academically gifted students was based on: SAT stanines 7-9, Slosson I.Q., Renzulli-Hartman Scale, and nominations from parents, peers, and/or teachers.

   The project provided the students with extensions for learning which allowed students to explore, experiment, and communicate. Activities and opportunities were designed to assist students to capitalize on their unique abilities, talents, interests and needs. Various learning styles were reinforced by materials and tasks which differed in content and intent.

   Science research experiences encouraged students to become real investigators of real problems.

   The Language Arts curriculum focused on writing through the study of literature, composition, and creative expression.

6. Evaluation Design: Teacher-made performance rating scale for decision-making and problem-solving was administered at the end of the year. The State's writing rating scale for written communication was given on a post only basis.

7. Evidence of Effectiveness: Analysis of student achievements by the Evaluation Section of the Department of Education found students growth to be very good (6).

8. Contact Persons:

   a) Yvonne Toma, Project teacher
   b) Ralph Watanabe, Principal
      Kipapa Elementary School
      95-075 Kipapa Drive
      Mililani, Hawaii 96789
      Phone: 623-2511

1. Project Title: Project Horizon--Language Arts, Art, Math, French

2. Date Initiated: September 1978

3. Target Population: Project Horizon served 45 students from grades 2 to 6

4. Objective of Project: By the end of the year, 80% of the students will make a gain of 2 points in artistic and creative traits according to the Renzulli-Hartman Rating Scale.

5. Description of Project: The basic components of Project Horizon were language arts and creative visual arts. The components were integrated in that the artistically talented students engaged in writing and speaking activities to demonstrate the art lessons learned to other students. Leadership skills were also emphasized. The communication acts were also video-taped for critiquing and critical thinking. Project Horizon used a holistic and interdisciplinary approach to develop students' talents in art and giftedness in language arts. Other components offered to academically talented students were pre-algebra and French. Students were identified for the various components of the program with Metre, SAT, Slosson, Stanford Diagnostic tests, parent/teacher nominations, and art projects/products. This was a pull-out program; students went to a resource room.

6. Evaluation Design: Pre-post evaluation of each student using the Renzulli-Hartman Rating Scale.

7. Evidence of Effectiveness: Analysis of student achievement by the Department of Education Evaluation Section indicated that the students achievement was very good (6).

8. Contact Persons:

   a) Neal Tomita, Project Teacher
   b) George Kojima, Principal
      Hale Kula Elementary School
      Waianae and Ayers Avenue
      Wahiawa, Hawaii 96786
      Phone: 621-5159

1. Project Title: Tutorial Assistance in the Basic Skills

2. Date Initiated: September 1979

3. Target Population: Students in K-6 achieving average or below average in basic skills were involved in the project.

4. Objectives of Project: To improve student achievement in the basic skills. 1) 60% of the participants given assistance for a period of three or more months in reading will show an average gain of one month for each month in the program. 2) 60% of the participants who are given assistance for a period of three or more months in math will show an average gain of 30% in the number of items correctly answered on pre and post administration of the ISM Instructional Test. 3) 60% of the participants who are given assistance in spelling for three or more months will show an average gain of 30% in the number of words spelled correctly in pre and post Basic Goals Instructional Tests.

5. Description of Project: Selection of participants was based on classroom teachers' assessments. Small group and individual tutoring were organized in reading, math, and/or spelling depending on prioritized, assessed needs. The educational assistant worked in pods or adjacent workrooms. Instruction was provided for approximately 30-40 minutes four or five days per week. The regular classroom teachers were responsible for the planning of instruction in consultation with the educational assistant. Basic program and supplementary materials were used for instruction to develop concepts, understandings, and to reinforce acquisition of skills. Materials used were Hall Basic Reading System, ISM, Basic Goals in Spelling, along with teacher made instructional materials.

6. Evaluation Design: Pre-post tests were administered using the following instruments: ISM Instructional Test (Math), Basic Goals Instructional Test (Spelling) and Slosson Oral Reading Test (Reading).

7. Evidence of Effectiveness: Analysis of student achievement by the Evaluation Section, Department of Education, indicated student growth to be very good (6).

8. Contact Persons:

   a) Sumiko Shinkawa, Project Educational Assistant
   b) June Shida, Principal
      Pearl Ridge Elementary School
      98-940 Moanalua Road
      Aiea, Hawaii 96701
      Phone: 488-4322

1. Project Title: Remedial Math Project

2. Date Initiated: September 1980

3. Target Population: Students in grades 3-6 who were achieving below average in Mathematics were involved in the project.

4. Objectives of the Project: To improve math skills especially in the areas of numeration and number system. 90% of all the participants in the project will show achievement of one month equivalency for each month in the math project as measured by the Standford Diagnostic Mathematics Tests.

5. Description of Project: The math project teacher provided complete math instruction in small groups, the students being drawn from each respective grade level. The students selected were in the 1-4 stanines as measured by the SAT. The multi-instructional materials approach was used. The materials included the following:

   a. Addition-Wesley texts and workbooks
   b. Addition-Wesley Skillseekers Kits (Kits 1,2, and 3)
   c. Teacher developed materials
   e. Mathematics In Our World (MIOW) Teachers Resource Book
   f. Spectrum Math Series
   g. Working With Numbers
   h. Sadlier Math Series (Problem Solving)

6. Evaluation Design: Pre and post test using the Stanford Diagnostic Mathematics Tests, Red Levels (Forms A and B), Green Level (Forms A and B), and Brown Level (Forms A and B). Constant monitoring of students' daily progress by the project teacher.

7. Evidence of Effectiveness: Analysis of student achievement by the Evaluation Section, Department of Education, found student growth to be outstanding (9).

8. Contact Person:

   a) Rogelio Delos Reyes, Project Teacher
   b) Beatrice Kong, Principal
      Nanaikapono Elementary School
      89-195 Farrington Highway
      Waianae, Hawaii 96792
      Phone: 668-1151

1. Project Title: Math Development and Readiness

2. Date Initiated: September 1978

3. Target Population: K-1 Students

4. Objective of Project: To help students who score low on various screening measures to gain proficiency in math and develop a positive self concept; to promote closer home-school cooperation.

5. Description of Project: The project reflected the school's desire to meet the needs of primary grade students who lacked math readiness skills and found it difficult to keep pace with regular instruction.

   Students were pulled out daily for instruction with the project teacher who utilized a hands-on, experiential approach to teaching. Conferences were held between the project teacher and regular teachers to monitor students' progress.

   Notes and units covered were sent home regularly to keep parents and informed about classroom activities. Math games and other learning aids made by the project teacher and the students were sent home to reinforce and extend classroom instruction. These learning aids provided parents with different ways to work with their children at home and served to enhance the bond between parent and child.

6. Evaluation Design: The evaluation design included a pre-post administration of the Stanford Early School Achievement Test and a log of student progress measured with teacher made instruments.

7. Evidence of Effectiveness: There was evidence of language development and coordination between language arts and mathematics teachers. Concrete manipulatives were used to develop mathematics concepts.

   Post test results showed students scoring well above one desired outcome indicated in the project plan.

8. Contact Persons:

   a) Glenda Simao, Project Teacher
   b) Louis Baldovi, Principal
      Waimanalo School
      41-1330 Kalanianaole Highway
      Waimanalo, Hawaii 96795

1. Project Title: Hawaii Music Program--The Comprehensive Musicianship Program

2. Date Initiated: September 1978

3. Target Population: Grades K-6 (1,500 students)

4. Objective of Project: To help students develop an understanding of the seven basic concepts of music--Tone/Rhythm/Melody/Harmony/Texture/Tonality/Form.

5. Description of Project: Students developed an understanding of the seven concepts by participating in activities such as singing, playing instruments, moving, composing, improvising, analyzing and discussing. In this way, students began to understand music from their own perspectives. Students also learned musical skills which would help them enjoy music throughout their lives.

   The music project teacher met weekly with classroom teachers throughout the school year. Each teacher received weekly lesson plans with follow-up suggestions, consisting of concepts, behavioral objectives, repertoire and musicianly roles.

   Music demonstration sessions consisted of only one class, with the classroom teacher present. Each demonstration lesson was approximately 20 minutes in length for kindergarten, 30 minutes for grades 1 through 4, and 40 minutes for grades 5 and 6. Since this was a cooperative effort between the classroom teacher and the music project teacher, teachers were encouraged to participate whenever possible.

   From the original project, a group of 60-65 students in grades 4-6 formed a choral group and met after school as an extra-curricular activity. The project teacher directed this group.

6. Evaluation Design: A teacher-developed test was administered to 30 randomly selected students in grade 4 on a post only basis.

7. Evidence of Effectiveness: The project was effective because pupil gain on the post test exceeded normal expectations.

8. Contact Persons:

   a) Gloria Juan, Project Teacher
   b) Edward Murai, Principal
      Kealakehe School
      74-5118 Kealakaa Street
      Kailua-Kona, Hawaii 96740
      Phone: 329-3591

1. Project Title: Music/Physical Education

2. Date Initiated: September 1976

3. Target Population: Grades K-6 (213 students)

4. Objective of Project: Implement the Hawaii Musicianship Program and Movement Education Program

5. Description of Project: Music--Music was articulated in grades K-6 using the Comprehensive Musicianship Program guides. The Project Teacher (PT) provided input in large group sessions. Classroom teachers assisted PT in the large group. Each grade received two, 45 minute periods of instruction each week.

   PE--The physical education program guide was used along with the following resources, Every Child a Winner and the All Active, All Successful series. Classroom teachers also assisted in one large group sessions.

6. Assessment and Evaluation Design: A teacher developed rating scale was used at the end of the student's fourth and sixth grade years. The AAHPER Physical Performance Test was used in grades 5 and 6. The test was modified for used in other grades.

7. Evidence of Effectiveness: The project was effective because pupils' test results exceeded normal expectations.

8. Contact Persons:

   a) Elaine Makaio, Project Teacher
   b) Charles Kamimura, Principal
      Kaumana School
      1710 Kaumanu Drive
      Hilo, Hawaii 96720
      Phone: 935-4692

1. Project Title: Health and Optimum Physical Education (HOPE)

2. Date Initiated: September 1978

3. Target Population: Approximately 225 average and below average students in grades K-2

4. Objective of Project: To develop each student's self concept and promote physical and emotional health through creative movement, body awareness and variety of physical education activities.

5. Description of Project: In September, all students took the Washington State Fitness Test given by the project teacher, assisted by each classroom teacher. Approximately five students who rated the lowest in the fitness test for each class were identified as target students. Also identified as target students were approximately three students from each class who rated the highest. The project teacher, assisted by the classroom teacher, had two weekly P.E. periods for each class. In addition to those regular P.E. periods, the project teacher worked with low rated target students in Grades 1 and 2 for an extra session each week. The physical education classes implemented the planned sequential lessons as outlined in the texts Every Child a Winner and Educating Children for Movement.

6. Evaluation Design: A pre/post evaluation design was used in this project. It was expected that 85% of the students would demonstrate gains on the Washington State Fitness Test.

7. Evidence of Effectiveness: 100% of the students met this expectation. Analysis of student achievement by the Evaluation Section of the Department of Education found student growth to be excellent (7).

   This project was visited by the district educational specialist who found it to be outstanding. School personnel strongly support this innovative project.

8. Contact Persons:

   a) Joan Aluag, Project teacher
   b) Jiro Shimomura, Principal
      Linapuni Elementary School
      1434 Linapuni Street
      Honolulu, Hawaii 96819
      Phone: 945-1825

1. Project Title: Gifted/Enrichment Program

2 Date Initiated: September 1977

3. Target Population: Gifted students in grades 3-6 participated in the project.

4. Project Objective: At the end of one school year, 80% of the students participating in the Gifted/Enrichment Program would have demonstrated productive creative thinking and increased their effectiveness in logical thinking.

5. Project Description: The project served 40 students identified by OLMAT, SAT, Slosson, Renzulli Scale, Lorge Thorndike and PPVT. This was a pull-out program of 90 minutes daily for combined classes (2 grade levels). Art was oriented toward individual projects. The major focus for each grade level included:

   Grade 3 - Bloom and Guilford
   Grade 4 - Creativity Skills and Divergent Thinking
   Grade 5 - Research and Creative Problem-Solving
   Grade 6 - Creative Problem Solving and Logic

   The content framework for this past year was understanding mankind and ecology. Basic skills in language, effective education and management skills are covered every year. A continuum for affective education has been developed.

6. Evaluation Design: Teacher-made checklists were used to judge the products of students along with post-only tests.

7. Evidence of Effectiveness: Analysis of student achievement by the Evaluation Section of the Department of Education found student growth to be excellent (7).

8. Contact Persons:

   a) Ruth Nakasone, Project Teacher
   b) Raymond Miyasato, Principal
      Waimalu Elementary School
      98-825 Moanalua Road
      Aiea, Hawaii 96701
      Phone: 488-4831

1. Project Title: Academically Gifted and Talented

2. Date Initiated: September 1978

3. Target Population: Sixty gifted and potentially gifted students in grades K-6 were involved in the project.

4. Objective of Project: 80% of the students who have been in the project for at least six months will show a gain of five points from the pre-rating to the post-rating on the Rating Scale for Independent Study Evaluation Criteria.

5. Description of Project: Enchanted Lake School's project provided for the gifted and talented students in grades K-6. The Special Project teacher participated in district in-service training and articulation meetings. The group developed a rating scale, Independent Study Evaluation Criteria, which was used as a consistent instrument throughout the district to measure the effectiveness of programs for the gifted and talented.

   The gifted/talented students also met annually on various "Interaction Days" planned by teachers and students. The students participated in creative problem-solving activities, shared their individual products, and visited with one another. This activity was viewed by the students as the highlight of the year in the project.

   Activities included various differentiated learning experiences; providing enrichment in the regular classrooms; extensive parent involvement; and extension into the content areas.

6. Evaluation Design: A post only administration of the Independent Study Project Rating Scale was the principal measure. Narrative evaluations by parents, teachers, and students were also part of the design.

7. Evidence of Effectiveness: Excellent ratings were given by state, district and school. Students made significant gains. The survey questionnaire results from parents, teachers, and students were very favorable.

8. Contact Persons:

   a) Lynne Ota, Project Teacher
   b) Hiroshi Honma, Principal
      Enchanted Lake Elementary School
      770 Keolu Drive
      Kailua, Hawaii 96734
      Phone: 262-9266

1. Project Title: Enrichment Program

2. Date Initiated: September 1978

3. Target Population: Thirty-six gifted students in grades K-6 participated in the project

4. Project Objective: Using a research skills checklist, a post-test gain of at least 1 point on 50% of the sub items that had been rated 3 points or less on the pre-test will be made by 75% of the students.

5. Project Description: The project had 33 students identified by scores in SAT, Slosson, OLMAT, Renzulli Scale, and by nominations and interviews. This was a pull-out program scheduled for two hours 4 times weekly for Grades 4-6 and 1 3/4 hour per week for Grade 3. Skills in independent learning, and group dynamics and problem-solving were emphasized.

   There was a strong component of career education in the program. This portion is now in the process of national validation.

6. Evaluation Design: A pre-post design using Ross Test of High Cognition Processes was utilized. A post only research checklist was also used.

7. Evidence of Effectiveness: Analysis of student achievement by the Evaluation Section of the Department of Education, indicated growth to be very good (6).

8. Contact Persons:

   a) Sue Ruff, Project Teacher
   b) June Shida, Principal
      Pearl Ridge Elementary School
      98-940 Moanalua Road
      Aiea, Hawaii 96701
      Phone: 488-4322

1. Project Title: Values Education

2. Date Initiated: September 1980

3. Target Population: All students in grades K-6, approximately 397 students, were involved in the project

4. Objectives of Project: To develop each student's ability to: cooperate effectively with others in various activities, analyze situations when different value systems are in conflict, and recognize one's personal values, as well as the rights of others to their values; to help each teacher become competent in values education; to integrate values education into the regular curriculum.

5. Description of Project: Values education is a integral part of the school's Total Guidance Program. Every elementary student had one 45 minute values education period per week. Each homeroom had a scheduled period with the project teacher. The regular teacher accompanied the class to this period, so that follow-up lessons on concepts and techniques could be covered and reinforced in the regular classroom.

   Various materials and strategies (including books, pictures, films, filmstrips, records, discussions, creative drama and video tapes) were used to motivate, impart knowledge and develop skills.

6. Evaluation Design: A pre/post evaluation design was used. Teachers rated students on an observation checklist which reflected the student's: ability to cooperate with others, respect for themselves and others, independent study skills, problem-solving skills, contribution to class discussions and recognition of different values. It was expected that 85% of the students would show a 10 point gain on this checklist.

7. Evidence of Effectiveness: 90% of the students demonstrated a fourteen point gain, exceeding the 85% expected rate. Analysis of student achievement by the Evaluation Section of the Department of Education found student growth to be excellent (7).

   School personnel strongly supported this program. They believe that it contributed to a more positive school climate.

8. Contact Persons:

   a) Jane Ohinata, Project teacher
   b) Melvin O. Furukawa, Principal
      Waialae Elementary School
      1045 19th Avenue
      Honolulu, Hawaii 96816
      Phone: 737-5004

1. Project Title: WOW (We Are Winners)

2. Date Initiated: September 1980

3. Target Population: Thirty-two students in grades K-6 who manifested disruptive behavior in the regular classroom were involved in the project. These students exhibited a range of abilities from below average to gifted.

4. Objective of Project: To have each student work up to his or her potential in language arts and mathematics while exhibiting positive relationships with teachers and peers in the regular classroom.

5. Description of Project: Approximately thirty-two students in grades K-6 were helped daily in forty-five minute periods at the resource room. Assistance was provided in language arts or mathematics, depending on the student's own needs.

   Students were provided with a small group setting in which they received tutorial assistance in language arts or mathematics. This small group setting provided many opportunities for students to express their concerns and fear. They learned acceptable ways of expressing their feelings as they worked with others on common projects. Students developed a sense of responsibility and saw themselves in a more positive light. Their social skills and their ability to work cooperatively with teachers and peers were greatly increased.

   Project WOW used the services of a psychologist to help the students gain more insight into their own behavior. Another important component of the project was close communication between home and school through conferences and special sessions for parents in the evening.

6. Evaluation Design: This project used a pre/post design for both the behavioral and academic components. A teacher-made behavior rating scale evaluated the following areas using a four point scale: work habits, concentration, self-concept, responsibility, peer relationships, self control, self direction, respect for self and others, motivation, flexibility, communication and follow-through. It was expected that 80% of the students who had been in the program for at least five months would make a one point gain in 80% of the areas.

   In language arts it was expected that 80% of the students who had been in the project at least five months would demonstrate a gain of one reading level in the Ginn 720 Program in grades 2-6 and two levels in grade 1. In fact, 90% of the students met this objective.

   In mathematics it was expected that 80% of the students who had been in the program at least five months would demonstrate a gain of 1 stanine on the SAT math test. In fact 71% of the students met this objective.

7. Evidence of Effectiveness: Analysis of student achievement by the Evaluation Section of the Department of Education found student growth to be very good (6).

School personnel reported diminished violence, stealing, vandalism, absenteeism and tardiness for project WOW students. Students demonstrated increased motivation and achievement in the resource room and the regular classroom.

8. Contact Persons:

a) Tokiko Ueda, Project Teacher
b) Ronald T. Spinney, Jr., Principal
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